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ABSTRACT

This report reassesses the previous role of the California Postsecondary Education Commission in the area of educational equity, and develops a plan to guide the Commission in the next several years. Chapters cover the following topics: (1) vision for the future; (2) assessment of equal education in California today; and (3) recommendations on a plan for the Commission's contribution to the development of the educational system, including guiding principles, roles, strategic issues, and an agenda of projects. Projects described in detail include the following: (1) diversifying the postsecondary faculty; (2) diversifying the postsecondary leadership; (3) ensuring graduate school program participation; (4) preparing elementary and secondary school teachers; and (5) increasing the flow of college students through baccalaureate graduation. Descriptions of projects that the California State Legislature has directed the Commission to undertake include the following: (1) evaluating the administration of MESA (Mathematics, Engineering, Science Achievement); (2) evaluating Junior MESA; (3) implementing the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83; and (4) assessing the impact of intersegmental programs to prepare secondary school students for college. The appendices include a bibliography and a list of participants in the Commission's forums. A summary description of the Commission and a list of its publications are also included. (FMW)

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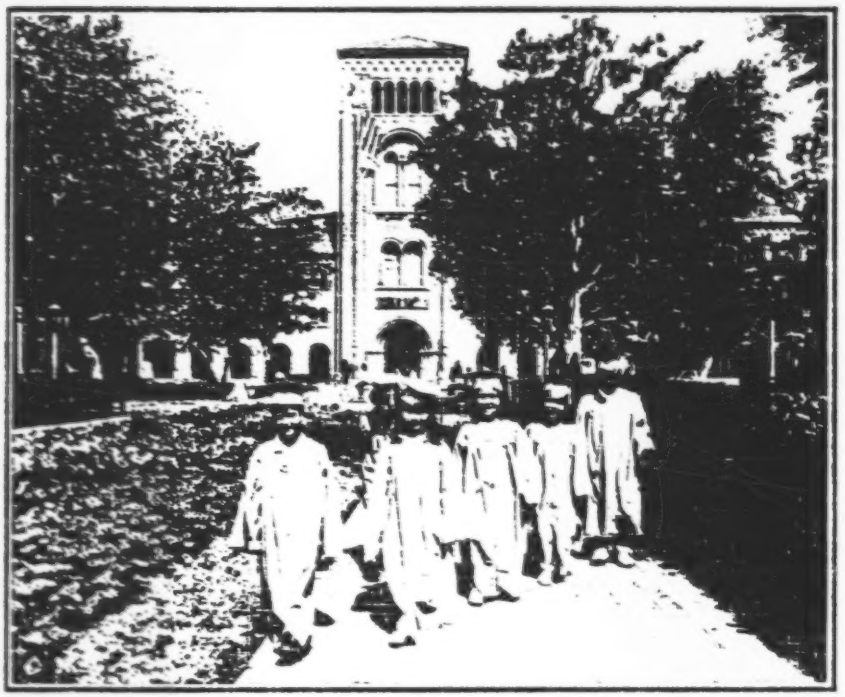
THE ROLE OF THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION IN ACHIEVING EDUCATIONAL EQUITY IN CALIFORNIA



THE REPORT OF THE COMMISSION'S SPECIAL COMMITTEE ON EDUCATIONAL EQUITY

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Executive Summary

At its September 1987 meeting, the Commission appointed a Special Committee on Educational Equity, with Commissioner Cruz Reynoso as the chair and Commissioners Claudia Hampton, Sharon Skog, and Yori Wada as its members. The Commission charged the Committee to reassess the previous role of the Commission in the educational equity area and develop a plan to guide its actions on this topic for the next several years.

Commissioner Hampton resigned from the Commission before the Committee completed its work, but in this report, the remaining members describe their vision for the future of California and assess the extent to which that vision is a reality today. Fundamental to that vision is an educational system that develops the potential of students to participate economically, politically, and socially in the richness of the State. The report also presents the Committee's recommendations on a plan for the Commission's contribution to the development of that educational system.

That plan includes an identification of:

- The principles that should guide the Commission in its actions;
- The roles that the Commission should play;
- The strategic issues on which the Commission should concentrate; and
- The agenda of projects that the Commission should initiate or continue.

The Commission discussed this report at its meeting on September 19, 1988 and agreed to incorporate the recommended projects into its 1988-89 agenda and consider a policy statement on the topic of educational equity for adoption in December.

Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to Penny Edgert of the Commission staff at (916) 322-8028.

THE ROLE OF THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION IN ACHIEVING EDUCATIONAL EQUITY IN CALIFORNIA

The Report of the Commission's Special Committee on Educational Equity

Cruz Reynoso, *Chair*
Sharon N. Skog
Yori Wada

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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COMMISSION REPORT 88-31
PUBLISHED SEPTEMBER 1988

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Contents

ONE	Background of the Report	1
	History of Commission Activities in the Area of Equal Educational Opportunity	1
	Work of the Special Committee on Educational Equity	1
	Organization of the Report	2
TWO	Context of the Commission's Role	3
	Vision of a Future California	3
	Reality of Today	3
	Importance of Education to the Future of the State	3
	The Vision of Educational Equity	4
	The Reality of Educational Equity	5
THREE	The Commission's Plan of Activities to Achieve Educational Equity	9
	Guiding Principles	9
	Roles for the Commission	10
	Issues Recommended for Commission Priorities	11
	Issues Determined by the Legislature	12
	The Next Steps	12
FOUR	Projects to Fulfill the Commission's Role	17
	1. Diversifying the Postsecondary Faculty	17

2. Diversifying the Postsecondary Leadership 19

3. Ensuring Graduate School Program Participation 21

4. Preparing Elementary and Secondary School Teachers 23

5. Increasing the Flow of College Students Through Baccalaureate Graduation 25

FIVE Projects Mandated by the Legislature 29

6. Evaluating the Administration of MESA (Mathematics, Engineering, Science Achievement) 29

7. Evaluating Junior MESA (Mathematics, Engineering, Science Achievement) 29

8. Implementing the Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 30

9. Assessing the Impact of Intersegmental Programs to Prepare Secondary School Students for College 31

Appendix: Participants in the Committee's Forums 33

Bibliography 37

1 *Background of the Report*

History of Commission activities in the area of equal educational opportunity

Since 1976, the Commission has been an active participant in focusing attention on the significance to this State of equal educational opportunity. Historically, it has played four major roles:

- Responder to specific legislative directives to evaluate the results of particular State-funded programs whose goals were to enhance educational opportunity;
- Convener of intersegmental task forces that developed statewide plans to foster greater educational opportunities, with implementation recommendations for the public schools and postsecondary institutions;
- Developer of broad policy statements along with recommendations on the institutional and statewide actions that should be initiated to achieve equal educational opportunity in California; and
- Chronicler of the status of educational opportunity in the State on a periodic basis.

These roles and their resultant activities have been significant over the last 12 years in evaluating and supporting effective categorical programs, identifying successful strategies for communicating with secondary school students about college opportunities, and assessing progress in college admissions for students from underrepresented backgrounds.

Now, however, California is confronting new and different challenges as it approaches the decade of the 1990s. Therefore, in the interest of continuing to provide policy leadership for the State in promoting educational attainment for all Californians, the Commission decided to engage in a critical and creative examination of its activities in this area.

Work of the Special Committee on Educational Equity

The Commission appointed the Special Committee on Educational Equity in September 1987. Chaired by Commissioner Cruz Reynoso and composed of Commissioners Claudia H. Hampton (who resigned in March), Sharon N. Skog, and Yori Wada, the Committee received a two-fold charge:

- To reassess the role of the Commission in promoting postsecondary educational opportunity in the State; and
- To develop a plan to guide the activities of the Commission in this area for the next several years. The plan would be addressed to the Commission and its staff rather than to the State and the educational systems.

The process by which the Committee developed this plan was premised upon a basic assumption: *Ensuring educational opportunity and success in California is fundamental to the future of the State and, therefore, achieving that goal must be a collective responsibility shared by all members of California society.* Because of this view, the Committee conducted a series of five forums throughout the State from January to April 1988, in which some 150 individuals from various sectors of California life discussed their views on educational opportunity in a conversational setting with the members. In addition to the valuable information exchanged, this unusual process for the Commission resulted in the participation of relevant constituencies, not previously engaged with the agency, whose involvement is vital to enhancing the educational experiences of Californians. They included:

- High school and college students;
- Parents of elementary school, high school, and college students;
- Directors and staff of community-based and public agencies;

- Private sector executives and managers;
- Administrators, counselors, and teachers from public and private elementary and secondary schools;
- Administrators and faculty from the four postsecondary educational systems; and
- Members of the Commission's Equal Educational Opportunity Advisory Committee.

(The names of the participants in these forums are listed in the Appendix to this report).

The Commission will publish the proceedings from these forums during 1988-89 for statewide distribution in the interest of promoting further dialogue on these issues and focusing increased attention on achieving equitable educational outcomes.

Organization of the report

In Part Two of this report, the Committee presents the context in which it developed its plan of Commission activities contributing to the achievement of educational equity in California.

In Part Three, it presents the plan, consisting of recommendations on the roles, issues, and projects that the Commission should consider as its priorities during the next several years.

Part Four describes the five projects that the Committee recommends for immediate action in the plan.

The fifth and final part describes the four projects related to the plan that the Commission has been directed by the Governor or Legislature to implement.

2 *Context of the Commission's Role*

Vision of a future California

Our vision for the California of tomorrow provides the context for the plan that follows. We envision a California in which the background characteristics of individuals -- ethnicity, race, socioeconomic background, gender, and home community -- do not predetermine, to a large extent, their accomplishments and achievements.

- If it were a nation, California would have the sixth largest economy in the world today. We envision a California where all residents participate in creating and benefiting from this economic richness.

- Politically, we visualize a State in which all citizens participate in the democratic process and share in leading California into the twenty-first century.

- Socially and culturally, California is the most ethnically and racially diverse State in the union. This diversity, which grows each day, contributes to its social and cultural richness. Sometime around the turn of the century, no single ethnic or racial group will comprise a majority of the population of California. Moreover, California is compelled to expand its cultural horizons by its proximity to Latin America and the Pacific Rim countries as well as by immigration from these regions. We envisage a State in which understanding of, and appreciation for, the pluralism that increasingly describes the California mosaic is fostered and encouraged.

In summary, our vision is one in which *all* Californians are encouraged and assisted to develop their talents and skills to the fullest for their own benefit and that of the State.

Reality of today

However, the California of today is quite different than our vision.

- Economically, from 1975 through 1985, the State became increasingly polarized in terms of income distribution. According to the Senate Office of Research, the wealthiest 20 percent of the population became richer and the poorest 20 percent became more indigent. According to the California State Census Data Center, 3.9 million Californians, or nearly 15 percent of the population, lived in poverty in 1986 -- an increase of 1.5 million in only six years. Further, over 1.7 million of its children, or nearly one-quarter, were raised in poverty -- an increase of nearly 9 percent since 1980.

- Increasing numbers of Californians do not vote and are involved only passively in the democratic process.

- Californians demonstrate a lack of familiarity with, and at times an intolerance for, cultural and social differences among their neighbors.

And, clearly, demographic characteristics of Californians are directly associated with their economic, professional, and social attainment. Caucasian males from wealthy backgrounds are disproportionally represented in upper-income levels, executive and professional occupations, and leadership positions in the State.

Importance of education to the future of the State

We believe that education is a primary means to bring the reality of today into line with our vision of the California of tomorrow. As such, the key to the

State's future is the extent to which all Californians participate and succeed in our educational institutions.

Why do we believe that education is the means to achieve our vision? Education provides the skills and knowledge base for individuals to realize their potential to participate fully in the California society and to ensure the economic, political, and social development of the State. Consider the following observations:

- As the economy of this State becomes increasingly dependent upon scientific and technological expertise, the workforce of the future must be similarly skilled. Therefore, additional education, particularly in scientific and technological areas, will be required to ensure that the economy of California remains vibrant and that it can compete successfully with other advanced technological nations.

- This economy requires a strong consumer base to continue its growth. Because of the relationship between education and employment, the extent to which all Californians are educated enhances the likelihood that they will make a reasonable standard of living and, therefore, contribute to the economic stability of the State.

- Full and productive employment of all Californians decreases the drain on the economy necessitated by social services to support the less prosperous of our residents. Therefore, with increasing levels of training required to maintain jobs, the extent to which Californians are prepared to fill the available positions will reduce the need to divert resources for other than economically productive purposes.

- The recently enacted federal Immigration Reform and Control Act intensifies the importance of developing an educational system responsive to the wave of immigrants to California. As a consequence of the Act, colleges and universities are faced with the challenge of ensuring access to academic programs that will enhance the development of language and job skills leading to productive membership in society and to an appreciation of the importance of education for over 800,000 immigrants.

- Democracy requires an educated and literate electorate for its survival. Therefore, the knowledge and skills necessary for all citizens of this State to participate in, and realize the benefits from, this complex system of government are developed through the educational process. Further, the skills required to lead this State are learned through formal academic experiences and informal opportunities available through educational participation, including involvement in school organizations.

- In a world that is becoming increasingly more international and interdependent, education provides opportunities to gain understanding and awareness of diverse cultures. This heightened awareness is gained both through formal academic training and familiarity with individuals from various backgrounds and with a variety of experiences. The extent to which Californians, through their educational experiences, learn to appreciate individuals from diverse backgrounds and other societies will affect the richness of life within our borders and our relations with neighboring nations.

The vision of educational equity

If there is veracity to these observations, then the concept of equity is the cornerstone around which the educational system should be created. We have chosen to state educational equity goals both quantitatively and qualitatively:

> Quantitatively, the goal of educational equity is a society in which individuals from *all* racial, ethnic, economic, and gender groups and regions of the State are present and succeed at *all* educational levels in proportion to their representation in the population of the State. The goal of educational equity will be reached when elementary and secondary school graduating classes, college freshmen and graduating classes, graduate programs, and the public school and college faculties and staffs are composed of individuals whose racial, ethnic, economic and gender characteristics mirror the composition of the State. Because we wish to encourage the educational achievement of all Californians, the issue of "overrepresentation"

of groups is antithetical to our concept as long as greater diversity results from that overrepresentation.

Qualitatively, the goal of educational equity is a society in which diversity is valued to an extent that individuals of *all* ethnic, racial, language, and economic backgrounds, genders, and regions of the State are sought, welcomed, supported, and assisted to succeed in every educational environment. Given this goal, educational equity will be achieved when the ethnicity, race, economic status, gender, or home community of a person *does not* predict educational achievement.

Through these inextricably interwoven goals, we mean to emphasize:

- The development of an equitable educational system, not the establishment of quantitative quotas for that system;
- Progress that will be measured in terms of evidenced movement toward these stated goals;
- The centrality of equity to the mission of all educational institutions;
- Mutual responsibility between individuals, the educational system, and other sectors of California life for achievement;
- The appreciation and encouragement of pluralism in terms of curriculum, instructional methodologies, academic programs, non-academic activities, library offerings, and museum collections;
- Our intention to measure outcomes as well as opportunities; and
- The concept that all individuals can be educated to their full potential rather than the perpetuation of a zero-sum concept in which the advantage or success of one person happens only at the disadvantage or failure of another.

The reality of educational equity

Given its importance to the future of this State, our plan was based upon an analysis of the extent to which educational equity exists today. If educational equity were a reality, the distribution of ethnicity, race, socio-economic level, and gender at each educational level would be similar to the distribution of these characteristics in the California population. Display 1 on page 6 provides evidence on the current situation. Clearly, the following observations from this display indicate that educational equity is, today, an unrealized vision in California:

- The situation with respect to American Indians is unclear, due to the unreliability of the information on this population.
- The situation with regard to Asians is complex: For each postsecondary educational level through baccalaureate graduation, except for the entering community college freshman class in 1987, Asian students comprise a larger proportion of the student body than their representation in the statewide population. However, this trend reverses at the end of the undergraduate years. The presence of Asians among graduate degree recipients, except at the master's level in 1987 at the University of California and in its academic workforce, and on the faculty and staff of postsecondary institutions is proportionally lower than their representation in the statewide population or in the population of baccalaureate recipients. Further, the terminological umbrella of "Asians" masks disparities that would be apparent if information on sub-populations were examined separately.
- At each educational level beginning at college entry, there is a greater disparity between the participation of Black individuals and their proportions in the statewide population and at the prior educational level except in the case of the 1987 freshman class at the Comunity Colleges and in the top administrative level in the California State University..
- At each level of participation in the educational system beyond college entry, there are proportionally more Caucasians than there are in the statewide population. Further, at every successive educational level, the proportion of Caucasians is

DISPLAY 1 *Percent of Individuals Reporting Their Racial-Ethnic Background by Gender and Educational Level*

	Racial-Ethnic Categories						Gender Categories	
	American Indian	Asian	Black	Caucasian	Filipino	Hispanic	Female	Male
1985 State Population	N/A	8.5%	7.5%	61.9%	N/A	22.2%	49.3%	50.7%
1985 School Enrollments								
K-8	0.7%	6.7	9.3	49.1	2.5%	31.7	49.0	51.0
9-12	0.9	7.5	9.1	55.3	2.5	24.7	48.8	51.2
1986-87 High School Graduating Class	0.7	7.8	8.0	61.8	2.7	19.0	49.1	50.9
Undergraduate Enrollment by System								
University of California								
1987 Freshmen Class	1.0	22.0	5.5	56.8	4.0	10.7	51.4	48.6
1987 Graduating Class	0.6	18.1	3.2	68.1	2.5	7.4	48.8	51.2
The California State University								
1987 Freshmen Class	0.8	15.6	6.4	61.1	3.6	12.5	55.0	45.0
1987 Graduating Class	1.1	12.6	5.2	68.7	2.3	9.9	49.0	51.0
California Community Colleges								
1987 Freshmen Class	1.4	7.3	8.2	63.5	2.8	16.8	50.2	49.8
1987 UC Transfer Class	1.0	14.0	3.6	68.7	2.3	10.4	49.0	51.0
1987 CSU Transfer Class	1.3	10.6	5.7	69.0	2.2	11.2	52.0	48.0
Graduate Enrollment by System								
University of California								
Master's Program								
1987 Entering Class	0.7	9.3	3.6	79.1	0.8	6.4	50.2	49.8
1987 Graduating Class	0.5	9.4	2.4	81.8	0.7	5.2	45.6	54.4
Doctorate Program								
1987 Entering Class	0.5	9.1	2.0	82.7	0.4	5.2	36.4	63.6
1987 Graduating Class	0.4	8.0	2.6	84.8	0.2	3.9	31.5	68.5
The California State University								
Master's Program								
1987 Entering Class	1.1	9.5	4.1	77.5	0.9	6.9	56.0	44.0
1987 Graduating Class	1.1	7.7	4.2	80.9	0.5	5.7	56.8	43.2
1987 Full-Time Faculty by System								
University of California	0.7	9.2	1.8	85.0	N/A	3.2	22.6	77.4
The California State University	0.5	7.3	2.8	85.9	N/A	3.6	24.8	75.2
California Community Colleges	0.6	3.9	5.2	84.5	N/A	5.8	37.1	62.9
1987 Top Administrative Staff by Systems								
University of California	0.5	3.8	6.0	85.7	N/A	4.0	46.6	53.4
The California State University	0.6	4.7	9.0	79.4	N/A	6.3	34.5	65.5

Source: California Postsecondary Education Commission staff analysis.

higher than at the prior level, except in the 1987 freshman class at the University.

- At each educational level beyond high school entry, Hispanic students comprise a smaller proportion of the participants than they represent in the State. Further, at each successive educational level, the disparity increases between the participation of Hispanic individuals and their proportions in the statewide population and at the prior educational level. For example, while they represent 31.7 percent of the elementary school population, they comprise only 19.0 percent of the high school graduating population -- an indication that their attrition rate from the school system is monumental.

- Disparities by gender are not apparent through the undergraduate years except in specific disciplines. However, women comprise fewer of advanced degree holders than their proportion in the statewide population. This disparity intensifies when the composition of the faculty of postsec ondary institutions is considered, where women are seriously underrepresented in comparison to baccalaureate recipients.

In qualitative terms, there is ample evidence to suggest that educational equity remains to be achieved:

- The existence of intra- and inter-group tensions on college campuses is reported weekly in the media.

- The attrition rates of college students for non-academic reasons is growing, particularly among Black and Hispanic students. Among other reasons, lack of availability of financial aid is a major contributing reason to Black and Hispanic students leaving college prior to graduation.

- Recently, differential treatment of students from varying backgrounds by faculty has been discussed as a source of concern on several college campuses.

- Uneven allocation among educational institutions creates a situation in which poor, rural, Black, and Hispanic public school students receive less of all the resources that educators believe correlate with academic success, including experienced teachers and administrators, modern laboratory equipment, effective instructional methodologies and textbooks, to name a few. Further, if these students enroll in postsecondary education, they attend Community Colleges -- a system that similarly receives less of the resources that are associated with academic attainment.

- Recent debates over the incorporation of knowledge of other than American or European culture in courses required for graduation evidenced myopia and ethnocentrism on the part of some faculty members, albeit not a majority of the professoriate.

While these actions are problematic under any condition, when we remember that the number and proportion of our population composed of individuals from Asian, Black, and Hispanic backgrounds grows each day, this situation becomes more disturbing. As noted earlier, California is increasingly dependent on the skills, knowledge, and accomplishments of these individuals for its survival. Therefore, creating a system that better educates all children, but especially those from these burgeoning populations, will make our vision for the future of California a reality.

3 *The Commission's Plan of Activities to Achieve Educational Equity*

THE Committee has developed the following plan from a variety of sources including the forum discussions, Commission documents and other reports, and research literature. Moreover, the plan was based upon an understanding of the Commission's previous activities, the present and anticipated demands on its resources, and its ability to influence public policy in this State. This plan, then, charts the Commission's own course for contributing to the achievement of educational equity in California.

The plan consists of recommendations on:

- The principles that should guide the Commission in its actions;
- The roles that the Commission should play;
- The strategic issues on which the Commission should concentrate its efforts; and
- The agenda of projects that the Commission should initiate or continue.

Guiding principles

Given the discrepancy discussed in Part Two between vision and reality, the Commission's task becomes one of implementing practices that result in the outcomes inherent in the definition of educational equity. We have developed the following 11 principles to guide this implementation and frame the presentation and discussion of the plan:

1. All elements of California -- the private sector, community organizations and agencies, clergy, local and State government, the media, private individuals -- must join forces with educators to create educational equity. The economic, political, and social health of California will be assured in the future only through this collective effort.
2. The responsibility of the educational system is to ensure that all students receive a quality education irrespective of their economic, racial, ethnic, and language backgrounds. As such, educational and non-educational factors that detract from academic success should be identified and a global and integrated approach developed to overcome those barriers.
3. California must be viewed as having one education system that is structured as a continuum from kindergarten through postgraduate degree programs. As such, integration and articulation across levels of the system is critical in ensuring smooth student flow through the continuum from beginning to end.
4. Because of the sequential nature of education, with each level dependent upon the preceding one, the experiences of students in the elementary and secondary grades is critical. As such, actions to achieve educational equity must acknowledge dependence on the school system to prepare students for higher education. Correspondingly, postsecondary institutions have the obligation to cooperate with the school system to affect the preparation level of these students.
5. Achievement of educational equity must be integral to the mission, goal, and purpose of the educational system and each of its component parts. As such, establishment of priorities, allocation of resources, and policy decisions are actions that must take into consideration their potential effects on educational equity.
6. The core of the educational experience is the classroom where knowledge is taught and skills are learned. As such, achievement of educational equity is affected by the extent to which the faculty at all educational levels are prepared to respond to the diversity in the student body in terms of curriculum and pedagogy.

7. Individuals bring different cultural experiences and learning styles to an educational environment. As such, the achievement of educational equity is influenced by the extent to which these differences are considered in the learning process as well as fostered through campus libraries, museums and other resources that acknowledge cultural pluralism.

8. To achieve equity, the educational system must change in a fashion that seeks out, welcomes, and supports individuals from diverse backgrounds. These systemic changes, and their institutionalization, must result in less dependence on categorical, student-centered programs. Although those programs generally have been successful, they are, and will continue to be, unable to reach the numbers of individuals necessary to enhance progress toward achieving educational equity because of resource constraints.

9. Progress in terms of results, instead of compliance or availability of opportunities alone, must become the criteria for assessing the extent to which educational equity has been achieved both quantitatively and qualitatively. As such, evidence of movement toward the goal must be the basis for judgments of progress. However, in applying this principle, it is important to distinguish those results that are under the specific control of the educational systems, i.e. faculty selection, and those results that are less institutionally controlled, i.e. the choices that students make about which campus they will attend.

10. Our conception of equity involves participation in educational enterprises that are of the highest quality. Correspondingly, a quality educational environment exists only if there are equitable opportunities and results.

11. Resources must be available to promote educational equity and support actions and decisions that result in progress toward equitable goals.

Roles for the Commission

We recommend that the primary roles that the Commission should concentrate on in the future are those that make an unique contribution to the achievement of educational equity. We discuss each of these seven roles separately below for the purpose of conveying our sense of the potential multiplicity of Commission contributions. However, we conceive of these roles as interdependent, and this interdependence is reflected in the descriptions of the projects that we discuss in Part Four and recommend for inclusion in the Commission's 1988-89 workplan.

- *Advocate*: The Commission should direct attention continuously and constantly to the primacy of achieving educational equity. As such, it should engage in activities that promote policy directions and initiatives that have potential to result in educationally equitable outcomes.

- *Documentor*: The Commission should engage in studies that provide information on issues relevant to public policy that focuses attention on educational equity. As such, it should describe current reality with a view toward identifying strategic pressure points for change. In addition, it should be a clearinghouse for relevant information with respect to educational equity (e.g., college-going rates and eligibility rates).

- *Policy Recommender*: The Commission should identify strategies for changing public policy to achieve educational equity. As such, it should use the information gained through its role as a documentor to recommend specific policy initiatives, including rewards and incentives.

- *Policy Evaluator*: The Commission should chronicle the effects of changes in policy and practices on the achievement of educational equity. As such, it should periodically assess the results of policy initiatives on progress toward that goal. In this role, it should focus on evaluating implementation strategies, or processes, as well as results, or products.

- *Information Conduit*: The Commission should disseminate information on policies, practices, and programs that it has identified, through its role as a policy evaluator, as producing positive results in achieving educational equity. As such, it should publicize successful policies, practices, and programs in California and elsewhere that have relevance for this State.

- *Collaborator*: The Commission should cooperate with educational institutions, governmental agen-

cies, the private sector, and other entities to develop policies and practices whose goal is the achievement of educational equity. To this end, it should join existing coalitions or create new consortia that effectively combine personnel and fiscal resources to enhance progress toward the goal.

- *Innovative Initiator*: The Commission should promote the development and implementation of new practices or programs to achieve educational equity. As such, it should consider establishing and administering, in conjunction with the educational systems, a small incentive program to encourage the creation and adoption of new ideas that would experimentally link concepts, successful implementation processes, and programs.

In addition to those seven specific roles that the Commission should embrace by virtue of its unique situation, other governmental agencies will expect it to play the following two roles as well:

- *Program Evaluator*: The Commission has been directed by the Legislature to evaluate the effectiveness of specific educational equity programs. As such, the agency has been required to submit reports that influence the future of special State-funded programs. In the future, the Commission should encourage the Legislature to direct the administrative agency for each program to conduct such evaluations, or to contract with an external evaluator, under guidelines it has prepared to ensure comparable information across programs. The Commission should be responsible for reviewing and commenting on these evaluations of full-fledged programs after their completion. On the other hand, the Commission should continue its practice of evaluating *pilot* programs to determine the extent to which they are responding to a State need and can serve as statewide models.

- *Resource Allocation Analyst*: Annually, the Commission is requested by the Governor and Legislature to make recommendations on the allocation of State funds to achieve educational equity. As such, the Commission participates in discussions with the Department of Finance, the Legislative Analyst, and legislative committees on priorities for the allocation of resources as part of the budget process of the State.

Issues recommended for Commission priorities

On the basis of our forum discussions, our review of available information, and our understanding of the educational arena, we have identified three major influences on the achievement of educational equity:

1. Academic preparation of elementary and secondary school students;

2. Access to collegiate opportunities; and

3. Success through baccalaureate degree attainment.

With respect to the academic preparation of elementary and secondary school students, the sequential nature of education causes higher education to be dependent on the schools. However, because the Commission's responsibility is postsecondary education, its involvement in this area must be of a different nature than its actions with respect to higher education issues. Therefore, we recommend that it become actively involved in actions at the State level to promote, support, and advocate policies, programs, and practices at the elementary and secondary level that will facilitate the preparation of all students for college, with particular emphasis on American Indian, Black, Hispanic, low-income, and rural youth. Only if greater numbers of these students are prepared for college will educational equity be achieved. Further, we recommend that the preparation of school teachers -- a direct postsecondary education responsibility -- become a priority issue for the Commission.

Access to collegiate opportunities -- the second major influence -- has been the focus of considerable State resources and attention for the past decade. As a consequence of this emphasis, evidence of progress in this area is apparent. According to the Commission's recent report, *Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987*, the total student bodies of the postsecondary institutions have diversified substantially. Caucasians represented 73.2 percent of the total population of public higher education participants in California in 1977, compared to 66.0 percent in 1987. Correspondingly, the number and proportion of Asian and Hispanic college students increased considerably. The number of Black college students at the University and State University

increased, with their proportional representation increasing at the University from 4.2 percent to 4.5 percent and declining at the California State University from 6.9 percent to 5.6 percent in the total student body. Because progress has been forthcoming in this area, and because policies, programs, and practices are established to sustain this level of attention, we recommend that the Commission direct its focus to the other two major influences identified above.

Success through baccalaureate degree attainment -- the third of the influences -- is a critical postsecondary area with multiple facets. Substantial progress must be made with respect to undergraduate retention and graduate school admission and retention if educational equity is to be achieved. Therefore, we recommend that the Commission devote substantial attention to this area in the next several years. Consequently, four of the five priority issues discussed below fall within this area.

Given this overview and the criteria developed by the Ad Hoc Committee on Long-Range Planning and approved by the Commission at its May 1988 meeting, we recommend focusing particular attention over the next several years on these five issues as they impact the achievement of educational equity:

1. Diversifying the postsecondary faculty;

2. Diversifying the postsecondary leadership;

3. Ensuring graduate school participation;

4. Preparing elementary and secondary school teachers; and

5. Increasing the flow of college students through baccalaureate graduation.

Display 2 on the opposite page depicts these five projects that we recommend the Commission initiate or continue in terms of the seven roles described above. Part Four of this report describes each of these projects in the format developed by the Ad Hoc Committee.

Many other projects and activities of the Commission naturally affect the achievement of equitable educational outcomes. Indeed, the Committee believes, as one of its guiding principles indicates, that all actions and decisions in California education today should be viewed with an eye to their influence on achieving the goal of educational equity. In this document, however, we chose to discuss only those projects that focus specifically on critical influences in achieving educational equity.

Issues determined by the Legislature

In addition to the five projects that we are recommending, the Legislature has directed the Commission to study the following four topics:

6. Evaluating the administration of MESA (Mathematics Engineering, Science Achievement);

7. Evaluating Junior MESA (Mathematics Engineering, Science Achievement);

8. Implementing the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83; and

9. Assessing the impact of intersegmental programs to prepare secondary school students for college.

Display 3 on page 14 delineates these projects in terms of Commission roles similar to Display 2, and Part Five of this report describes them.

Display 4 on page 15 summarizes our recommendations for the scheduling of all nine of these projects. Although the first five are presented in order of our recommended priorities, their initiation as depicted in Display 4 is in a somewhat different order due to the onset of other relevant Commission activities that affect them. For example, while "Increasing the Flow of Students through Baccalaureate Graduation" is our fifth priority, legislative action directing the Commission to conduct a related study is expected to accelerate its timeline.

The next steps

We recommend that the Commission proceed with respect to this report in the following manner:

1. The Commission should consider a policy statement based upon this report as an information

DISPLAY 2 Proposed Commission Projects by Role and Issue

Role	Issue: Diversifying the Postsecondary Faculty	Diversifying Postsecondary Leadership	Ensuring Graduate School Participation	Preparing Elementary and Secondary School Teachers	Increasing the Flow of College Students Through the Baccalaureate Degree
Advocate	Importance of diversity among postsecondary faculty	Importance of diversity among postsecondary leadership staff		Promotion of the importance of developing a population of teachers competent to educate children from diverse backgrounds	
Documentor	Analysis of demand and supply factors Analysis of critical points in the process	Analysis based on personnel systems of the institutions Career path analysis Analysis of critical points in the paths	Graduate program participation analysis Graduate school selection process Correlates of graduate degree attainment	Analysis of critical issues	Student flow analysis Analysis of correlates of persistence
Policy Recommender	Recommendations on telescoping the process, long-term solutions, and the role of independent institutions	Recommendations on strategies for movement of special program staff and development of training activities	Recommendations on institutional practices, student affirmative action programs, transition among postgraduate institutions, and graduate student financial assistance	Recommendations on curriculum and pedagogy, diversification of the pool of teacher candidates, and retraining of current teachers	Recommendations on institutional practices, new programs, and State priorities
Policy Evaluator	Biennial report on composition of the postsecondary faculty	Biennial report on composition of the postsecondary staff		Study of eligibility of students for the University of California and the California State University	Annual reports on degrees granted, college-going rates, and Community College transfers
Information Conduit	Identification of exemplary programs and practices	Identification of exemplary programs and practices		Identification of exemplary programs and practices	Identification of exemplary programs and practices
Collaborator				Development of a State framework on teacher preparation	
Innovation Initiator					
Program Evaluator					
Resource Allocation Analyst	Recommendations on rewards, incentives, and new programs or innovations	Recommendations on rewards, incentives, and new training programs	Recommendations on graduate financial aid programs, rewards, and incentives	Recommendations on financial aid to recruit and support teacher candidates	Recommendations on retention programs, rewards, and incentives

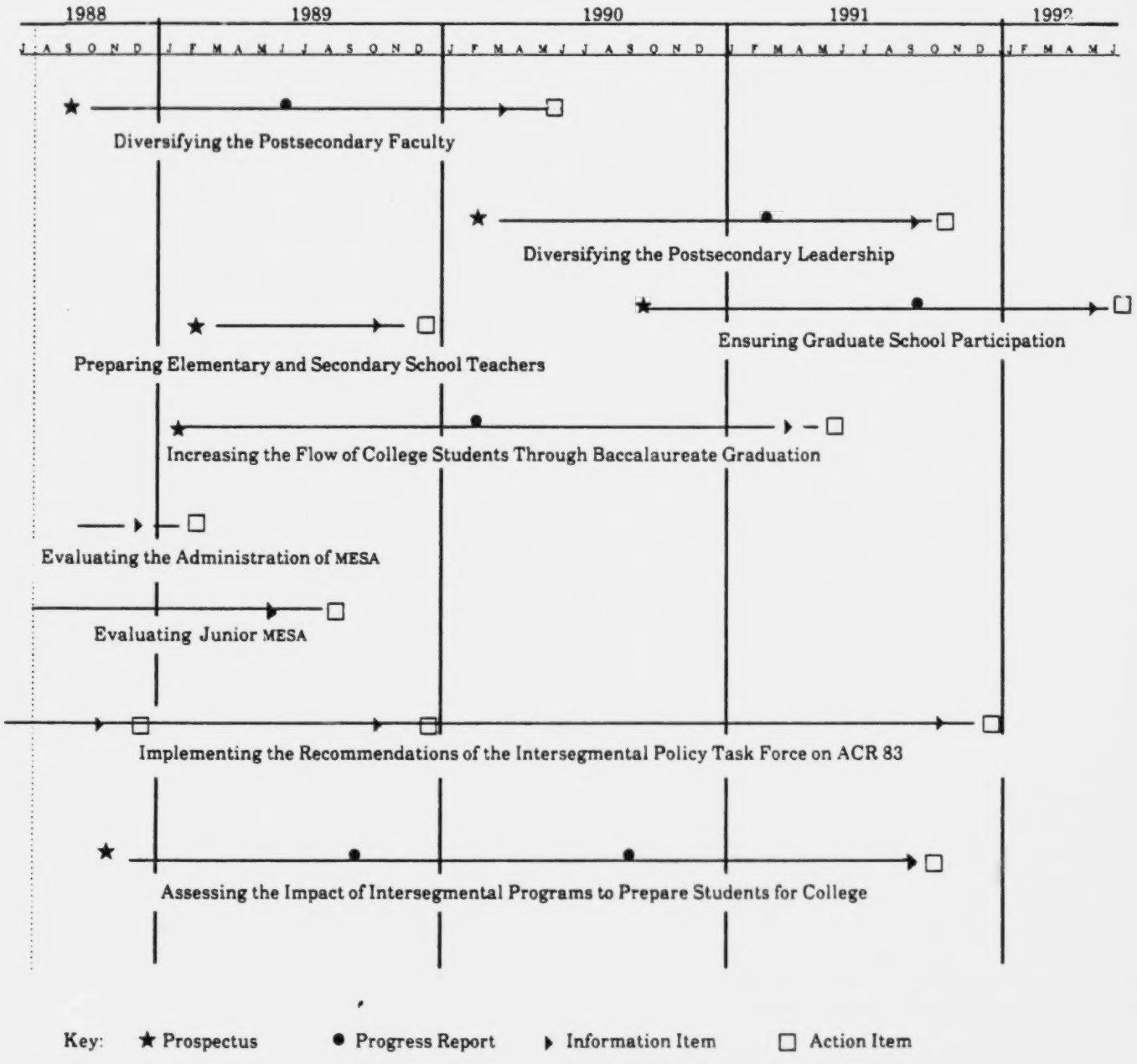
Source: Special Committee on Educational Equity, California Postsecondary Education Commission.

DISPLAY 3 Legislatively Mandated Projects by Role and Issue

Role	Issue: Evaluating the Administration of MESA	Issue: Evaluating the Junior MESA Program	Issue: Implementing the Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83	Issue: Assessing the Impact of Intersegmental Programs to Prepare Secondary School Students for College
Advocate		Importance of fostering progress in achieving educational equity	Importance of preparation in the school system and the role of higher education in that preparation	
Documentor				
Policy Recommender	Recommendations on desirability of changing administrative operations		Recommendations on initiatives to overcome impediments to goals and strategies to achieve ACR 83 goals	Recommendations on program elements critical for preparing students for college
Policy Evaluator	Analysis of changes in MESA administrative fiscal organization		Analysis of progress in achieving ACR 83 goals	
Information Conduit	Dissemination of the MESA administrative model	Dissemination of the Junior MESA model	Conference on the "State of the State" with respect to educational equity	Identification of exemplary program models
Collaborator	Development of models for partnerships with the private sector	Encouragement of partnerships in local areas		
Innovation Initiator				
Program Evaluator	Analysis of the efficiency of the MESA administrative model	Analysis of the effectiveness of the Junior MESA program		Analysis of effectiveness of specific intersegmental programs
Resource Allocation Analyst	Recommendations on a study of budgetary mechanisms for intersegmental programs	Recommendations on future State support of the Junior MESA program	Recommendations on resources needed to overcome identified impediments to achieving ACR 83 goals	Recommendations on priorities in State support for specific programs

Source: Special Committee on Educational Equity, California Postsecondary Education Commission.

DISPLAY 4 Schedule for the Recommended and Legislatively Mandated Projects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J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J
Diversifying the Postsecondary Faculty
Diversifying the Postsecondary Leadership
Ensuring Graduate School Participation
Preparing Elementary and Secondary School Teachers
Increasing the Flow of College Students Through Baccalaureate Graduation
Evaluating the Administration of MESA
Evaluating Junior MESA
Implementing the Recommendations of the Intersegmental Policy Task Force on ACR 83
Assessing the Impact of Intersegmental Programs to Prepare Students for College
Key: ★ Prospectus ● Progress Report ▸ Information Item □ Action Item

Source: Special Committee on Educational Equity, California Postsecondary Education Commission.

item in October and adopt it in December. The Commission should distribute this statement widely throughout the State in order to articulate its policy with respect to educational equity and to encourage actions leading to progress in achieving this goal.

2. The Commission should incorporate into its 1988-89 plan of studies those projects that are designated in Display 4 to be initiated during this year.

3. The Commission should maintain but restructure its advisory committee on educational equity. The Commission has been well-served during the past six years by its Equal Educational Opportunity Committee, composed of systemwide and campus representatives, primarily of categorical programs, secondary school administrators and counselors, and individuals from educational advocacy organizations. The Committee has functioned to:

   - Provide constructive advice to the Commission staff in developing reports and responding to legislative directives relative to educational equity;
   - Assist the Commission staff in developing legislative proposals to foster the achievement of educational equity;
   - Support the Commission staff logistically in conducting conferences and workshops throughout the State; and
   - Serve as a reliable conduit for encouraging a dialogue between the community of professionals whose task is to achieve educational equity and the Commission staff.

However, the membership of the existing committee should be reconstituted such that the mix of members have the expertise needed to advise the Commission with regard to the various focuses described in this plan, including faculty diversification, graduate program participation, and undergraduate retention. Members should serve for fixed terms of three years. The Statutory Advisory Committee to the Commission should be consulted as to the process for selecting members for the Educational Equity Advisory Committee.

4 *Projects to Fulfill the Commission's Role*

THIS section of the report describes in detail the five projects recommended by the Committee in Part Three as priorities for fulfilling its role in achieving educational equity. As each project is initiated, staff will develop a prospectus for review by the Commission and representatives of the educational systems. In this way, Commission staff plan to continue the process that resulted in the development of the prospectus for a study on postsecondary faculty that is part of the Commission report, *Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987.*

1. Diversifying the postsecondary faculty

Product description

This proposed project has five anticipated facets:

1. An analysis of the future demand for faculty by discipline and by system;

2. An analysis of the pool of candidates within the State and nation expected to be available for faculty positions by gender, racial-ethnic categories, discipline, and system;

3. An identification of critical points in the process from graduate school admission through tenure appraisal that affects the composition of the faculty;

4. An identification of programs, practices, and policies that have demonstrated the capacity to enhance progress in diversifying the faculty; and

5. The development of policy recommendations with respect to actions that the State and institutions can implement to diversify the professoriate.

Project description

Last May, the Commission adopted faculty planning as its second highest priority with regard to long-range planning. This project will concentrate on the goal of diversifying the professoriate within the larger context of the project on long-range faculty planning. Based upon the planning study, information will be available on the anticipated statewide needs for postsecondary faculty by the turn of the century.

The five specific phases of this project are as follows:

1. The Commission should analyze the factors that influence demand for faculty and develop estimates of statewide need by discipline and by system. Among the factors that should be examined are: statewide demographic changes; choices of fields that students choose to pursue; academic and non-academic workplace needs; potential expansion of postsecondary facilities; postsecondary enrollments, and faculty departures.

2. The Commission should analyze the current situation with respect to the existing or anticipated existence of faculty candidates, by racial-ethnic categories, gender, and discipline, to meet statewide and system needs. It should identify the various supply sources from which faculty are drawn -- graduate programs, the private sector, other states -- and the composition of these prospective pools. From this analysis, the Commission should identify those disciplines in which underrepresentation appears to be a function of a small pool of candidates and those in which the pool appears more substantial.

3. The Commission should identify critical points that affect progress through the "academic pipeline" from graduate school admissions to the granting of tenure for American Indian, Asian, Black, and Hispanic individuals and women. Further, this aspect of the project should involve sur-

veying current faculty about strategies that can enhance diversity in the professoriate.

4. The Commission should identify programs, policies, and practices both in California and elsewhere that enhance diversity within the faculty. Upon identification, the Commission should disseminate information on these exemplary programs and practices.

5. The Commission should develop policy recommendations based upon the results from this study that focus on:

   - Short-term actions that could telescope the process, involving a minimum of ten years, to expand the pool of American Indian, Asian, Black, and Hispanic candidates and women who are eligible for faculty positions;

   - Long-term solutions that will expand the pool of candidates, including support for developing and continuing programs that have succeeded in diversifying the professoriate;

   - The role of California's independent institutions in contributing to the pool of candidates from American Indian, Asian, Black, and Hispanic backgrounds and women available for faculty positions;

   - Institutional procedures that affect the selection of qualified faculty members, plus strategies to be initiated that are sensitive to pressure points among these procedures;

   - The creation of innovative approaches to diversifying the faculty, including appropriate reward and incentive structures that respond to faculty prerogatives and institutional values.

Long-range planning criteria

The study will relate to the Commission's seven long-range planing criteria as follows:

1. *Is the issue one that affects each of the segments of postsecondary education in California?*

   Recent estimates suggest that California's three public postsecondary systems will need over 32,000 new full and part-time faculty by the year 2000. This massive hiring effort provides an opportunity to diversify the professoriate. However, there is a lack of planning statewide to analyze the extent to which a true opportunity exists through a determination of the pool of prospective candidates racially and ethnically as well as in terms of women. Finally, the need exists to discuss, on the basis of such an analysis, ways in which the State can promote diversity within this context of demand.

2. *Is the issue one on which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?*

   Empirical research on this issue is critical in two senses:

   1. To create a statewide analytical base that reflects the current reality and the anticipated future situation; and

   2. To develop policy recommendations for future action on a statewide basis rather than on the exigencies of the separate systems.

3. *Will the project result in a product that will influence policy decisions?*

   As discussed above, this project is designed to result in policy recommendations with respect to this issue.

4. *Are there pressures that will push the problem area to legislative or gubernatorial decision-making in the near future?*

   The issue of faculty diversification will increase in importance as there is progress on representation in the student bodies of postsecondary institutions of students from American Indian, Asian, Black, Hispanic, and low-income backgrounds. Further, as greater attention is focused on persistence of these students to graduation, the significance of a diversified curriculum and a heterogeneous faculty will increase. Attention to this issue is intensifying, as indicated in recent legislation supporting curricular diversification and inthe report of the Legislature's Joint Committee

for Review of the Master Plan for Higher Education.

5. *Are staff or other support resources available to the Commission?*

   As discussed above, this project will be part of a larger effort on faculty planning that the Commission agreed to pursue at its May meeting as its second highest long-range planning priority.

6. *Does the Commission have a statutory role in the issue area? Is this role policy advisory, coordinative, or decision-making?*

   The Commission has been directed to report biennially on the composition of the faculty by Assembly Bill 605 (Hughes, 1985). The recent report pursuant to this legislation provides a picture of progress in this area over the last ten years and a foundation for this project.

   With regard to the roles described earlier in this report, this project incorporates the role of Advocate, Documentor, Policy Recommender, Policy Evaluator, Information Conduit, and Resource Allocation Analyst.

7. *Is the issue one which work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?*

   Each postsecondary educational system is conducting analyses on their faculty needs within the next decade. These analyses will assist the Commission in this project. For example, *The University of California in the Twenty-First Century* (Justus and others, 1988) -- a report prepared by the Office of the President of the University of California -- provides a solid foundation for the investigation of institutional practices, policies, and programs that have been developed nationwide to diversify the faculty.

   The Commission will also be conducting a study of independent colleges in California in which their contribution as doctorate-granting institutions will be examined. Information from that study will be helpful to this project.

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2. Diversifying the postsecondary leadership

Product description

This proposed project has five anticipated facets:

1. An analysis of the present composition of the leadership ranks of the postsecondary educational systems;

2. An analysis of career paths to postsecondary leadership positions;

3. An identification of critical points along the path that affect the composition of the leadership staff in postsecondary education in terms of ethnicity, race, and gender;

4. An identification of programs, policies, and practices that have demonstrated the capacity to enhance progress in diversifying the leadership ranks; and

5. The development of policy recommendations that will facilitate the ethnic, racial, and gender diversification of the educational leadership in the State.

Project description

The Commission will convene a technical advisory committee to assist in conducting this study. The specific phases of the project are:

1. In addition to continuing its biennial reports on the composition of their postsecondary staff in their present form, the Commission should conduct an analysis of the two Equal Employment Opportunity-6 classifications that pertain to educational leadership: (1) Executive/Administrative/Managerial, and (2) Professional/Non-Faculty. In order to develop more meaningful classifications, the University of California and the California State University are prepared to provide staff information on the basis of their personnel systems that classifies administrative staff according to function and level of responsibility. From this information, there should be greater clarity as to the composition of their pres-

ent staff. Further, this information can serve as a baseline for measurement of future progress in diversification of the leadership staff.

2. Career paths to postsecondary leadership positions are unclear and appear to vary somewhat by educational system. In order to more fully describe movement into leadership positions, the Commission should analyze the career paths in postsecondary leadership positions. In this aspect of the project, aggregate information from personnel offices of the systems should be analyzed, to determine if there are identifiable paths to leadership positions. In addition, a sample of staff from underrepresented backgrounds should be interviewed to supplement the statistical analysis from personnel records.

3. From these analyses, the Commission should identify the critical paths in the process of gaining a leadership position and advancing through those ranks. In particular, this aspect of the study will seek to document the crucial positions held, experiences gained, and training received that appear to be related to movement into leadership positions.

4. The Commission should identify programs, policies, and practices both in California and elsewhere that appear promising in enhancing diversity within the leadership staff. Because most of the American Indian, Asian, Black and Hispanic staff are employed in "special programs," those practices and programs that guide staff from these programs into the mainstream of the institution will be of particular interest in this phase of the project. Upon identification, the Commission should disseminate information on these exemplary programs and practices.

5. The Commission should offer recommendations to the State and institutions with respect to increasing the numbers of American Indian, Asian, Black, Hispanic and women staff who hold leadership positions in postsecondary education in California. In particular, the recommendations should focus on:

   - Strategic points in career paths that would be sensitive to rewards and; incentives;
   - Development of strategies by which staff, particularly American Indian, Asian, Black, and Hispanic individuals, can receive the training and experience to advance into leadership positions; and
   - Actions that the State can initiate to facilitate the movement of staff from special programs into institutional mainstream positions.

Long-range planning criteria

The project will relate to the Commission's long-range planning criteria as follows:

1. *Is the issue one that affects each of the segments of postsecondary education in California?*

   The Commission's recent report on *Diversification of the Faculty and Staff in Public Postsecondary Education in California From 1977 to 1987* indicates that the change in representation in the leadership ranks of American Indian, Asian, Black, Hispanic, and women staff over the ten years has been slow. Further, the University and State University presently are discussing the composition of their leadership positions with their staffs from underrepresented backgrounds and representatives from educational advocacy organizations.

2. *Is the issue one of which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?*

   Empirical research, particularly on identifying career paths, will be productive. Unlike the clarity with respect to faculty ladders, paths for advancement into the administrative and leadership ranks have seldom been studied. Until greater knowledge is gained of the career steps, training, and experiences that influence the selection and advancement processes for leadership, progress in diversifying these staff ranks will be episodic and idiosyncratic.

3. *Will the project result in a product that will influence policy decisions?*

As described above, the project is designed to yield policy recommendations on the basis of analytic and anecdotal knowledge of career paths and critical points in the paths. In addition, documentation of the practices, policies, and programs that have demonstrated evidence of diversification in educational leadership can influence policy decision making in this area.

4. *Are there pressures that will push the problem area to legislative or gubernatorial decision making in the near future?*

   The Legislature's Joint Committee for Review of the Master Plan for Higher Education has recommended in its draft report that the State and postsecondary institutions address the issue of staff diversification through incentive funding mechanisms as well as the regular budgetary process. Further, the enhanced attention that diversification of the leadership staff is receiving within higher education suggests that the debate on this issue will continue and probably become the focus of proposed legislation.

5. *Are staff or other support resources available to the Commission?*

   This project will rely, to a large extent, on assistance from systemwide offices and their management information staffs to provide the Commission with information not previously requested.

6. *Does the Commission have a statutory role in the issue area? Is the role policy advisory, coordinative, or decision making?*

   The Commission has been directed by Assembly Bill 605 (Hughes, 1985) to report biennially on the composition of the faculty. The recent report pursuant to the legislation provides a picture of progress in this area over the last 10 years and a foundation for this project. With regard to the roles described earlier in this report, this project incorporates the role of Advocate, Documentor, Policy Recommender, Policy Evaluator, Information Conduit, and Resource Allocation Analyst.

7. *Is the issue on which work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?*

   Because there is often movement between faculty and administrative ranks, the report prepared by the Office of the President of the University of California, *The University of California in the Twenty-First Century*, provides assistance with this project.

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3. Ensuring graduate school program participation

Product description

Four products will result from this project:

1. An analysis of the composition of the current graduate school population by racial-ethnic categories, gender, economic status, discipline, degree objective, and proximity to degree attainment in the public and private post-graduate degree granting institutions of California.

2. An examination of the criteria and selection process by which students are admitted into graduate programs.

3. An identification of the factors associated with progress, or lack thereof, toward degree attainment.

4. The development of recommendations on actions that the State and institutions can initiate to enhance the selection and graduation of American Indian, Asian, Black, Hispanic, low-income, and women students in graduate programs.

Project description

The Commission will convene a technical advisory committee on graduate program participation to assist in implementing the project.

1. Staff will conduct a statewide analysis on the current graduate school population by relevant characteristics based upon information provided by the postgraduate degree-granting institutions in the State. This study will provide the analytic basis for subsequent policy recommendations.

2. Staff will interview graduate school admissions directors and faculty members involved in the admissions process to determine the nature of the graduate school selection process. In this phase of the project, staff will be concerned with identifying those practices that assist, rather than deter, the admission of historically underrepresented students. Further, this phase of the study will examine the factors that influence the decision by undergraduates to consider graduate school attendance.

3. Through interviews with samples of past and current graduate program participants, staff will identify personal and institutional factors that contribute to, or inhibit, the attainment of a graduate degree. In particular, institutional barriers to degree completion for American Indian, Asian, Black, Hispanic, low-income, and women students will be examined.

4. The Commission will offer recommendations to the State and institutions with respect to increasing the numbers of American Indian, Asian, Black, Hispanic low-income, and women students who enter and complete graduate programs in California. In particular, the recommendations will focus on:

   - Strategic pressure points in the process that would be sensitive to rewards and incentives;
   - Strategies to facilitate the smooth transition from completion of a master's program at a California State University campus to entry into a doctoral program at the University of California or an independent university; and
   - Actions that the State could initiate with respect to assisting financially needy students to pursue and complete graduate programs.

Long-range planning criteria

1. *Is the issue one that affects each of the segments of postsecondary education in California?*

   In one sense, this issue affects only the graduate degree-granting institutions. However, the Community Colleges are affected because most of their faculty will come from the pool of doctoral and master's degree recipients of these systems.

2. *Is the issue one on which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?*

   Currently, there is little research on the graduate-school population or on the factors that influence the pursuit and attainment of graduate degrees. Therefore, empirical research will provide the basis for initiating policy directions to increase the number of American Indians, Asian, Black, Hispanic, low-income, and women students who pursue graduate studies.

3. *Will the project result in a product that will influence policy decisions?*

   Identification of an empirical base and significant factors will enhance the potential for making policy decisions that will result in greater numbers of students from historically underrepresented backgrounds pursuing and attaining post-baccalaureate degrees.

4. *Are there pressures that will push the problem area to legislative or gubernatorial decision making in the near future?*

   As more attention is focused on issues of faculty replacement, greater emphasis will be directed toward graduate programs and their effectiveness in producing a pool to replenish the faculty. Further, awareness of the discrepancy between the composition of the student body and the current faculty coupled with the replacement problem to be faced by the State by the year 2000 will cause greater pressure on the area in the near future.

5. *Are staff or other support resources available to the Commission?*

   To some extent, the analysis of the current graduate school population is incorporated into the second long-range planning priority adopted by the Commission.

6. *Does the Commission have a statutory role in the issue area? Is the role policy advisory, coordinative, or decision making?*

   The Commission has the statutory authority to conduct this study as part of its long-range planning responsibilities. With regard to the description earlier in the document, the relevant roles are Documentor, Policy Recommender, Information Conduit, and Resource Allocation Analyst.

7. *Is the issue one on which work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?*

   The University of California has done some work on this issue, particularly with regard to its graduate student affirmative action programs.

   The information collected by the Commission for its 1987 report on the needs of the State for doctoral degrees in education may be helpful in this project.

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4. Preparing elementary and secondary school teachers

Product description

Four products will result from the project:

1. Identification of the critical issues with respect to the preparation of elementary and secondary school teachers for the classrooms of the future and the students who will be educated in those rooms;

2. A framework that defines the issues, describes current and planned activities, and guides the State in developing a cadre of teachers prepared to educate the growing population of California school children from diverse ethnic, racial, and language backgrounds;

3. The development of recommendations for Commission implementation that will contribute to enriched educational experiences for American Indian, Black, Hispanic, low-income, and rural elementary and secondary school students through improvements in the preparation of teachers; and

4. The development of recommendations on actions that the State, schools of education, and teacher training programs can initiate to enhance the educational experiences of all children attending elementary and secondary school, with particular emphasis of American Indian, Black, Hispanic, rural, and low-income students.

Project description

The Commission will convene a technical advisory committee composed of representatives from the public and independent schools of education and teacher training programs, accrediting agencies, public schools, and credentialing organizations to assist in implementing this project.

1. Through a series of discussions with the technical advisory committee, Commission staff will identify the critical issues with respect to preparing teachers to educate the diverse population of school children of the future. This aspect of the project will identify a variety of issues, including recruitment of teacher candidates, the credentialing process, curriculum of the teacher training programs, and the future classroom environment.

2. Upon identification of issues, Commission staff will investigate and develop a framework to explicate and guide the State in preparing teachers to provide a quality educational experience for children. The framework will seek to create a comprehensive picture of the myriad of issues, programs, policies, and practices that affect the preparation of teachers. In this phase of the project, the emphasis will be on fitting together the various aspects related to teacher preparation in a systematic manner that can lead to State initiatives.

3. From this framework, Commission staff will identify unique actions to implement that can contribute to enhancement of the preparation of teachers. In this way, the Commission will respond to the issue of underpreparation for college of American Indian, Black, Hispanic, low-income,

and rural students through the implementation of actions with respect to teacher preparation.

4. The Commission will offer recommendations to the State and educational institutions with respect to improving the educational experiences of American Indian, Black, Hispanic, low-income, and rural elementary and secondary school students that will focus on:

   - Strategies to adapt the curriculum and pedagogy learned in teacher training programs to the needs of a diverse public school population;
   - Strategies to diversify the pool of teacher candidates in terms of ethnicity and race, in general, and with respect to specific fields, in particular;
   - Actions that the State could initiate to assist financially needy students to pursue and complete teacher training programs; and
   - Strategies to retrain current teachers to provide a quality education for students from a diversity of backgrounds.

Long-range planning criteria

1. *Is the issue one that affects each of the segments of postsecondary education in California?*

   The preparation of elementary and secondary school teachers in California takes place primarily in the California State University and independent colleges and universities and, secondarily, in the University of California. However, the students who are educated by those teachers enroll in all systems of postsecondary education. As a consequence, teacher preparation is an issue that affects all of the postsecondary segments either directly, as administrators of teacher preparation programs, or indirectly, as the receivers of the students educated by the public school faculty.

2. *Is the issue one of which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?*

   Empirical research abounds on teacher preparation. However, the Commission may be more effective in addressing the issue by functioning as a synthesizer and cataloger of the myriad of activities presently underway in California and elsewhere. In this way, the State can act in an informed and cognizant manner with respect to improving the educational experiences for all children through better preparation of teachers.

3. *Will the project result in a product that will influence policy decisions?*

   As indicated above, Commission staff will survey and chronicle the issues surrounding the preparation of elementary and secondary school teachers. From that chronicling, the staff will develop a State framework that should lead to policy recommendations to the State and postsecondary institutions.

4. *Are there pressures that will push the problem area to legislative or gubernatorial decision making in the near future?*

   Several facts indicate that interest in the preparation of teachers will intensify in the near future:

   - While educational reforms have resulted in a certain level of success, Black, Hispanic, low-income, and rural students still perform academically at a lower level than other students. Because that is an unacceptable outcome for the State, the Legislature has increased its interest in the area of teacher preparation programs, as evidenced by the legislative initiative to change the approval process of teacher preparation programs (Senate Bill 148, Bergeson).
   - The need for massive replacement in the teaching profession because of impending retirements will focus attention on the issue.
   - Both the Commission on the Review of the Master Plan for Higher Education and the Legislature's Joint Committee that responded to the Master Plan have focused attention on the preparation of teachers.

5. *Are staff or other support resources available to the Commission?*

The Commission staff expects to function in a collaborative and synthesizing mode with respect to the project. As such, the expenditure of staff time will be largely logistical initially in convening the technical advisory committee and developing the framework.

6. *Does the Commission have a statutory role in the issue area? Is the role policy advisory, coordinative, or decision making?*

The Commission has a tangential statutory role in that the Legislature has directed it to study the cost-effectiveness of teacher preparation programs. However, the interest of the Commission in this issue developed from its concern about the differential level of college preparation of students from diverse backgrounds that it documented in the 1988 high school eligibility report. As a consequence, the Commission anticipates functioning in a coordinative and policy advisory capacity.

With respect to the roles designated earlier in the document, the Commission will be an Advocate, Policy Recommender, Policy Evaluator, Information Conduit, Collaborator, and Resource Allocation Analyst with respect to this issue.

7. *Is the issue on which work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?*

Much activity on this issue taking place in the State will benefit this project:

- The Intersegmental Coordinating Council has a cluster examining the improvement of teaching. For the 1988-89 year, the cluster plans to concentrate its efforts on diversifying the pool of teacher candidates.
- The Commission on Teacher Credentialing is reassessing its activities in this area.
- The Achievement Council is conceptualizing efforts to assist in preparing teachers for the diversity of students who will attend their classes.

The Commission intends to build upon these and other activities in identifying issues, developing a framework, determining ways in which it can contribute to improvement in the preparation of teachers, and offering policy recommendations to the State.

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5. Increasing the flow of college students through baccalaureate graduation

Product description

This proposed project has four anticipated products:

1. An analysis of the flow of students from freshman entry through baccalaureate degree attainment;
2. An identification of institutional and personal factors that are correlated with progress, or lack thereof, toward baccalaureate degree attainment;
3. An identification of institutional practices and programs that have demonstrated a positive relationship to student progress in earning the baccalaureate degree; and
4. The development of policy recommendations with respect to strategies for enhancing graduation rates for all students, with particular emphasis on American Indian, Black, Hispanic, rural, and low-income undergraduates.

Project description

The Commission will convene a technical advisory committee to assist in implementing this project.

1. The report on the Comprehensive Study Information System, to be acted on this fall by the Commission, will serve as the first step in identifying the informational sources available to analyze the flow of students from freshman entry to baccalaureate degree attainment. Because many students attend more than one institution on the path to attaining an undergraduate degree, the capacity to monitor the flow of students across institutions will be a major issue to resolve in the analysis. If this difficulty is unresolvable because of the lack of a statewide comprehensive student information system, the study will utilize

a different methodology of either examining student flow within various institutional settings or else tracking new entrants as they begin their college courses. The analysis will include information on persistence rates by racial-ethnic categories, major fields, and campuses. In this way, differential patterns of persistence among groups can be identified and strategies developed that address these differences.

2. Staff will identify the personal and institutional factors related to persistence to graduation and conduct analyses of the relative effect of personal characteristics (such as level of academic preparation, family financial situation, and admissions status) and institutional factors (such as packaging of financial aid, intensity of academic advancement, availability of courses, and accessibility of ethnic student organizations).

   In addition to these statistical analyses, institutional staff will collect information from exit interviews -- a routine procedure at many institutions across the country -- to ascertain the reasons that students give for leaving a campus. A sample of students who chose to discontinue their undergraduate studies prior to attaining a degree will be contacted in order to gather information on their reasons for the decision.

3. Through site visits within and outside of California, Commission staff will identify practices and programs that appear to be positively related to degree attainment. Once identified, these exemplary actions will be helpful in developing policy recommendations, as described below. Further, the staff will serve as a catalyst in disseminating information about these exemplary actions on a statewide basis.

4. From the products described above, the Commission will be in a position to offer policy recommendations with respect to institutional practices that relate to the flow of students through the system as well as the desirability and efficacy of developing a comprehensive student information system. These recommendations may include a reward and incentive structure.

Long-range planning criteria

1. *Is the issue one that affects each of the segments of postsecondary education in California?*

   The issue of persistence from college entry through baccalaureate graduation is a major concern in all postsecondary education. The retention rates for American Indian, Black, Hispanic, and low-income undergraduates are disturbingly low in the University and State University. While the transfer rates for Community College students in general have risen over the last couple of years, the rates for American Indian, Black, and Hispanic students lag behind all other groups.

2. *Is the issue one on which empirical research will be productive? If not, is there a different kind of policy leadership role that the Commission can play?*

   Empirical research is needed on a statewide basis on the issue. In addition to the general need, identification of factors that correlate with progress, and lack of progress, will be particularly instructive in developing strategies to enhance graduation rates.

3. *Will the project result in a product that will influence policy decisions?*

   Both the empirical research and the identification of practices and programs that are related positively to graduation rates of students are products that will influence policy decisions. In addition, identification of barriers to baccalaureate degree attainment will guide the Commission in making recommendations to overcome these impediments.

4. *Are there pressures that will push the problem area to legislative or gubernatorial decision making in the near future?*

   Periodically, the Legislature has questioned institutions about their graduation rates. An example of this interest was its 1986 directive to the University, State University, and Commis-

sion that resulted in the Commission's 1988 report, *Time to Degree in California's Public Universities*. Currently, the increased enrollment demand being experienced by both public four-year systems, the need of the State to utilize existing facilities more efficiently, and the possible need to build new campuses should elevate the importance of the issue in the near future.

5. *Are staff or other support resources available to the Commission?*

   Several existing or planned resources are available to the Commission:

   - The Commission is currently exploring the possibility of conducting a study on the validity of admissions criteria in predicting college success. If resources are forthcoming for that validation study, a substantial information base will exist to initiate this project.
   - Development of a Comprehensive Student Information System remains a possibility.

6. *Does the Commission have a statutory role in the issue area? Is the role policy advisory, coordinative, or decision making?*

   With regard to this project, the statutory authority exists in terms of the Commission's responsibility "to assure the effective utilization of public postsecondary education resources." In terms of the specifications described earlier in this report, the project flows from its role as Documentor, Policy Recommender, Information Conduit, and Resource Allocation Analyst.

7. *Is the issue one on which work is being done elsewhere, or can be done elsewhere, from which the Commission can benefit?*

   The Commission's report, *Time to Degree in California's Public Universities*, provides some background for this study. In addition, the University is currently conducting a study on retention on its campuses that will benefit the project.

   The Commission and postsecondary systems are discussing the feasibility of studying the relationship between admissions criteria and student progress toward the baccalaureate. Based upon the outcome of these conversations, information from that study would be valuable in this project.

5 *Projects Mandated by the Legislature*

THIS section of the report describes in detail the four projects that the Legislature has directed the Commission to undertake in the next several years.

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6. Evaluating the administration of MESA (Mathematics, Engineering, Science Achievement)

With the passage of AB 610 (Hughes, 1985), the MESA program was placed in State law for the first time since its inception in the early 1970s. MESA is described in *Education Code* Section 8601 as "a cooperative effort by secondary and postsecondary educational institutions, working with private industry, to increase the number of students from low-income and ethnic minority backgrounds who graduate from college or university with the academic skills needed to gain employment in engineering, mathematics, and science-related professions in California." As part of this enactment, the Commission has been directed to submit a report to the Legislature by 1989 that will address specific aspects of the program as described in the law:

- Cooperation of secondary and postsecondary educational institutions with private industry in the program;
- Functioning of the MESA advisory board; and
- Recommendations for improvement of program operations.

Product description

The project will result in three products:

1. A report to the Legislature addressing the specific issues described above.
2. An analysis of, and recommendations on, the efficacy of MESA's administrative structure as a model for statewide replication.
3. A recommendation to study mechanisms that the State should consider in funding intersegmental programs, such as MESA. With the proliferation of this type of program today, statewide attention should be directed toward developing a viable process for supporting these programs financially.

Project description

The Commission will conduct this study through:

- An examination of the operations of the MESA Board of Directors;
- A review of annual reports prepared by the statewide MESA office;
- Interviews with the MESA statewide staff and members of the Board of Directors; and
- Analyses of responses to questionnaires distributed to members of the Industry Advisory Board to MESA.

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7. Evaluating Junior MESA (Mathematics, Engineering, Science Achievement)

The Junior MESA program was established on a pilot basis through passage of Assembly Bill 610 (Hughes, 1985) and placed in *Education Code* Section 8612-8618. In order to supplement MESA's existing precollege activities, AB 610 directed MESA to "develop a model comprehensive engineering and science career preparatory program designed to increase junior high school pupils' awareness of, and preparation for, career options in engineering and science." The Commission was directed to evaluate the effec-

tiveness of this "Junior MESA Program" in meeting the four specific goals described in the law:

1. To increase the pool of students from underrepresented ethnic and racial backgrounds who finish junior high school prepared to enroll in, and complete, a college preparatory course of study in high school;

2. To increase the number of students from underrepresented ethnic and racial backgrounds who complete pre-algebra and pre-geometry courses;

3. To strengthen the content and consistency of mathematics and science courses at the junior high school level; and

4. To provide an opportunity for junior high school teachers to receive training that will enhance educational experiences for their students.

A prospectus for the study was adopted by the Commission in September 1987.

Product description

This project will have three products:

1. An evaluation report on the extent to which Junior MESA has achieved the goals established by the State;

2. An analysis of Junior MESA as a model to recommend for statewide replication; and

3. The development of policy recommendations on strategies to facilitate greater cooperation between the private sector and educational institutions.

Project description

The Commission will evaluate the effectiveness of Junior MESA in terms of the goals described above. In conjunction with the MESA statewide office, Commission staff will assemble information on various aspects of the program, including:

- The performance of students while participating in this program and after their matriculation to senior high school;

- The curricular changes in schools participating in the Junior MESA program;

- The level of professional development for teachers and counselors that participation in the program has created; and

- The contribution of the private sector to the education of the participating students and schools.

From these assessments, the Commission will document the extent to which the program has achieved its goals and identify its specific strengths and weaknesses as a model for achieving educational equity.

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8. Implementing the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83

The passage of Assembly Concurrent Resolution 83 (Chacon, 1984) directed the Commission to chair a task force of representatives from the public schools and postsecondary institutions to develop a plan for achieving the goals established in the resolution, namely:

- By 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges should be at least equal to or greater than the income and ethnic composition of secondary school graduates generally;

- By 1990, the income and ethnic composition of students completing vocational technical programs or transferring from community colleges into four-year institutions should be at least equal to the income and ethnic composition of students enrolling in the community colleges; and

- By 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities should be at least to the

income and ethnic composition of the secondary school graduates in 1990.

In 1986, the Intersegmental Policy Task Force on ACR 83 completed its work and the Commission adopted and published its recommendations in *Expanding Educational Equity in California's Schools and Colleges*, including the recommendation that reports on progress in achieving the goals be scheduled biennially beginning in 1989. In response to this recommendation, the Commission agreed to monitor statewide progress in achieving these goals.

In February 1988, Commission staff prepared a progress report on the development of plans by the systems to achieve these goals and Assembly Bill 101 (Chacon, 1987) directed the Commission to issue its first report on progress in implementing the recommendations later this year.

Product description

This project will have four products:

1. An analysis of the extent to which progress has been made in meeting each of the goals outlined in ACR 83 in the form of a biennial "State of the State" report;

2. Identification of the institutional impediments to progress in meeting the goals;

3. Development of policy recommendations on strategies that the State, educational systems, and other sectors of the society can implement to achieve these goals; and

4. Regional conferences on the "State of the State" report.

Project description

Reports from the statewide offices of the public schools and four postsecondary systems will form the basis for the Commission's assessment of the progress they have made in implementing the recommendations specified by the Task Force. For each of the recommendations, the reports will include the following information:

- Description of activities and programs developed to implement the recommendation;

- Impact of the implementation on progress in achieving the goals;

- Plans for future implementation of the recommendation;

- Impediments, if any, to implementation of the recommendation; and

- Legislative or budgetary action required to implement the recommendation.

In addition, the Commission will determine the extent to which progress has been achieved statewide in meeting the goals specified in ACR 83. From this analysis and the systemwide reports, the Commission will prepare a report that presents "a State of the State" picture with respect to educational equity, including recommendations on actions that the Governor and Legislature should consider in enhancing progress toward the goals. Further, these periodic progress reports will provide a basis for Commission recommendations with respect to resource allocations during budgetary deliberations each year.

Finally, in order to encourage discussion and subsequent action in enhancing progress toward achieving the goals in ACR 83, the Commission will sponsor a series of regional conferences throughout the State based on the "State of the State" report. These conferences will include representatives of the private sector, educational institutions, community and State agencies, parents, and students who will discuss and collaborate on the development in local areas of action to further educational equity.

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9. Assessing the impact of intersegmental programs to prepare secondary school students for college

The 1988 Budget Act directs the Commission to "develop and implement a strategy to assess the impact of intersegmental programs designed to im-

prove the preparation of secondary school students for college and university study" in order to identify those programs and institutional activities that are successful and to recommend priorities for future State funding to improve student preparation.

Product description

This project will have four products:

1. A framework to assess program effectiveness;
2. An analysis of the effectiveness of intersegmental programs designed to enhance the preparation of secondary school students for college;
3. Identification of models that have demonstrated an increase in the number of students from underrepresented backgrounds eligible to enter and succeed in postsecondary education; and
4. The development of policy recommendations on future State priorities with respect to strategies to improve the preparation of secondary school students for college.

Project description

This project will have four phases:

1. In conjunction with the systemwide offices, Commission staff will develop a framework to guide the project that will include an identification of the specific programs and institutional efforts to be included, the objectives of each program, the measurement of effectiveness of each program or practice, and the information to be collected on each program.
2. Commission staff will conduct analyses on each of the specified programs, on the basis of information collected from the respective systemwide offices, in order to assess the extent to which the programs have progressed in achieving their own objectives. Further, in conjunction with its report on statewide progress in achieving educational equity, Commission staff will be able to judge the effectiveness of these programs as a whole in increasing the numbers of students from underrepresented backgrounds who are succeeding in college preparatory courses in high school.
3. Commission staff expects to design the analyses in a fashion that will lead to the identification of the program elements that are crucial in preparing students for college.
4. From that identification, the Commission will recommend specific program models for replication to the State. It will also recommend budgetary priorities to the State with respect to these specific programs as well as strategies that the State should consider in improving the preparation of students for college.

Appendix *Participants in the Committee's Forums*

Mary Jo Abascal-Hildebrand, California State University, Hayward

Raul Aceves, California State University, Dominguez Hills

Anthony Alfaro, Central California Consultant, Inc. (Fresno)

Joseph Alibrandi, Whitaker Corporation

Gina Alonzo, Latinos for Excellence in Education (Los Angeles)

Ed Apodaca, University of California

Marguerite Archie-Hudson, University of California, Los Angeles

Jeanne Atherton, San Diego City College

Robert Baldwin, College Preparatory School (Oakland)

Lynn Baranco, University of California, Berkeley

C. Douglas Barker, College Entrance Examination Board

Marcos Beleche, University of California, Berkeley (Student)

Robert Bess, California Student Aid Commission

Allen Borman, Rockwell International

James Bragg, California State University, Hayward (Student)

Barbara Brandes, State Department of Education

Susan Brown, Mexican-American Legal Defense and Education Fund

Mary Bush, University of California, San Diego School of Medicine

Irma Castro, Chicano Federation of San Diego

Manuel Castro, North Orange Mexican-American Engineering Society

Gus Chavez, San Diego State University

Enriqueta Chavez, Sweetwater High School

Alan Clayton, League of United Latin American Citizens

Carlos Cordero, DQ University

Ray Cortines, San Francisco Unified School District

Joseph Costa, Hewlett-Packard Company

Eugene Cota-Robles, University of California

David Crain, Southern California Gas Company

Barbara Daniels, Claremont Middle School (Oakland)

Donna Deweerd, Private Industry Council (Fresno)

Linh Do, University of California, Berkeley (Student)

Richard Duran, University of California, Santa Barbara

Lauren Dutton, University of California, Berkeley (Student)

Fred Easter, Mathematics, Engineering, Science Achievement (Berkeley)

Debra Evans, California State University, Hayward (Student)

Richard Fajardo, Mexican-American Legal Defense and Education Fund

Linda Taylor Ferguson, Young Black Scholars (Los Angeles)

Robert Filner, San Diego City Council

Robert Fox, Fresno City College

Joe Fraser, Sherman Indian High School (Riverside)

Robert Fullilove, University of California, Berkeley

Warren Furutani, Los Angeles Unified School District Board of Education

Pat Geister, Moreau High School (Hayward)

Eric Gravenberg, University of California, Riverside

Karen Sue Grosz, California Community Colleges

Gus Guichard, California Community Colleges

Kati Haycock, The Achievement Council (Oakland)

Dymilah Hewitt, Castlemont High School (Oakland)

Alma Hills, Horton Elementary School (San Diego)

Gloria Hurtado, El Concilio de Fresno

Ethan Hutcheson, University of California, Berkeley (Student)

Kenji Ima, San Diego State University

Lesley Jackson, Stanford University

Dolores Jaquez, East Bay Consortium of Educational Institutions, Inc. (Oakland)

Richard Johnson, Fresno Unified School District

David Jolly, State Department of Education

Joyce Justus, University of California

Marion Karian, Fresno Early Childhood Coalition

Ben Kelly, Department of Social Services (Fresno)

Samuel Kipp, III, California Student Aid Commission

Kate Klumpp, Ninth District Parent-Teacher Association (San Diego)

Walter Kudumu, Community and Parent Involved in Education (San Diego)

Judith Kuipers, Fresno State University

Jim Larrimore, Stanford University

David Leveille, California State University

Martha Leveille, Billy Mitchell Elementary School (Lawndale)

Jack Light, University of California, Berkeley (Student)

Sharrl Lindberg, Fresno Pacific College

Becky Loewy, San Francisco State University

Julian Lopez, Montebello Unified School District

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Rafael Magallan, Tomas Rivera Center (Claremont)

Aurora Martinez-Quevedo, California Association of Bilingual Educators

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Alfred Ramirez, Inroads, Inc. (Los Angeles)

Charles Ratliff, California State University, Hayward

Jaime Regalado, Los Angeles County Federation of Labor

Maria Reyes, State Department of Education

William Riddlesprigger, National Association for the Advancement of Colored People

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Radames Rodriguez, Southeast Mental Health Clinic (San Diego)

Ralph Rogers, California State Polytechnic University, Pomona

Ernie Roy, King-Drew Medical Magnet High School

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Glenna Scheer, Los Angeles Community College District

Louis Schell, University of California, Berkeley

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David Waring, University of California Regional Office of Relations with Schools, (Fresno)

Shirley Weber, San Diego State University

Stephen Weiner, Mills College

John Wilhite, Hughes Aircraft

Alfonso Wilson, California Community Colleges

Lillian Wong-Fillmore, University of California, Berkeley

Michele Woods-Jones, University of California, Berkeley

Harold Yee, Asian, Inc. (San Francisco)

Beverly Yip, Union of Pan Asian Communities (San Diego)

Gregory Young, University of California, Berkeley (Student)

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach, *Chairperson*
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Helen Z. Hansen, Long Beach
Lowell J. Paige, El Macero
Cruz Reynoso, Los Angeles, *Vice Chairperson*
Sharon N. Skog, Palo Alto
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

William D. Campbell, Carlsbad; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its interim executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514; telephone (916) 445-7933.

The Role of the California Postsecondary Education Commission in Achieving Educational Equity in California

California Postsecondary Education Commission Report 88-31

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